Amrita School of Business
Amrita Vishwa Vidyapeetham
Coimbatore

Term V (20 June 2019 – 25 Sep 2019)

Course Title:	Leadership Skills
Course Code:	HR502E
Credits:	3
Total Sessions:	24
Course Instructor:	Dr. Rajiv Prasad
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Course Link:	https://drive.google.com/open?id=12ssCA5C5GMg-orDhPGUxHLqt2f3S4wwE
Office:	S-9
Office hours:	Monday, Wednesday & Friday 2:00 – 4:00 pm
Course contributes mostly to:	**Entrepreneurship/Skill Development/Value Add**

Course Description

Leadership is one of the most widely and extensively discussed and researched topics in the area of Organization Behaviour. Every organization, community or group needs leaders to lead them towards the goals that they choose for themselves. There has been an old debate about whether leadership qualities are something that one is born with or is it a set of skills which can be learned by anyone if he/she chooses? Research is gradually accumulating which suggests that leadership is not only some mystical qualities which only some people are born with, but certain attitudes which the good leaders exhibit and also certain skills which can be learned by an individual if he/she so chooses.

Modern psychology, as well as the wisdom traditions from all over the world, believes that attitudes can be modified under the stimulus of greater self-awareness & sustained and systematic practice. This implies that if a student so chooses, he/she can identify his/her weaknesses and learn from research on leadership about the typical leadership attitudes and skills (warmth, friendliness, openness to experience, confidence, good communication skill etc.) that great leaders exhibit and try to develop those attitudes and skills consciously. The leadership skills can also be learned through systematic training and disciplined practice.

Hence the focus of the course will be on primarily helping the students to identify the most important leadership skills and attitudes that they could learn and develop in order to become effective leaders for their future organizations.

Course Objectives

1. To help the students to recognize the most important attitudes and values shared by a large number of effective leaders from different areas of human endeavour including business. This is so because, it is hoped that students will recognize the many commonalities between great leaders in different aspects of human society including business organizations;
2. To help the students to learn about the most important interpersonal and organizational skills demonstrated usually by effective leaders;
3. To help the students to become familiar with the conclusions of different schools of leadership;
4. To help the students to initiate their journey towards becoming an effective leader by initiating them to certain important practices which if they practice constantly, would lead them to improving their leadership skills;

Alignment of course objectives (CO) with learning goals (LG) of Assurance of Learning

Derived from its mission, ASB has adopted five learning goals, (apart from the discipline competency) - the management-specific attributes, knowledge and skills that its graduates are expected to possess when they complete the programme. The four outcomes of this course are mapped to the *'critical and integrative thinking', 'leadership'* and *'effective written and oral communication'* learning goals. All the sessions, the assignments and the learning diaries exercise are designed to help the participants enhance their leadership skills, their ability to think critically and integratively, and to communicate their thoughts clearly in written as well as oral formats. These three are our first, second and fifth learning goals respectively at the school level.

The students are exposed to the thoughts and strategies of some very effective real life leaders and leadership researchers through videos of these leaders and researchers and also video cases. These videos which share the practical aspects of leadership reinforce the various theories, tools and techniques that are shared through the reading materials and classroom discussions with the instructor. One of the important evaluation components of this course is the learning diaries that the students write and submit at periodic intervals. They are required to summarize their learning from the classroom discussions and present them in the form of their reflections on the content shared in the

classroom sessions. This gives them excellent practice of using their critical and integrative thinking faculties, and to write down their thoughts in a clear and succinct manner.

There is another evaluation component where they review some selected books from the area of leadership as a group, and make a presentation before the class. This enhances their learning of leadership qualities necessary for effective leadership, and also gives them practice of effective oral communication.

LG CO	Critical and integrative Thinking	Effective written and oral communication	Societal and Environmental Awareness	Ethical Reasoning	Leadership
CO1	3	0	1	0	3
CO2	2	0	1	0	3
CO3	0	0	1	0	3
CO4	3	0	0	2	3

Key: 3 – Highly relevant; 2 –Moderately relevant; 1 – Low relevance; 0- No relevance

Unit-wise scope for outcomes and Bloom's taxonomy

Leadership Skills is an elective course offered in the second year of the MBA program to those students who aspire to be the leaders in the industry in the future. So, a major emphasis of this course in on helping the students grasp the essential principles of leadership which need to be embodied in one's personality before one can become an effective leader. Designing the course using the Bloom's taxonomy of learning has been very useful in structuring the course properly. Where the first three Course Outcomes are designed to help the students learn and understand the essential principles of leadership, the fourth outcome covers all the levels of the taxonomy as it aims to help the students walk the path of inner transformation and self-development, which would ultimately bring out the effective leader latent in all of them.

CO Bloom's Levels of Learning	CO 1	CO 2	CO 3	CO 4
Creating				X
Evaluating				X
Analyzing				X
Applying				X
Understanding	X	X	X	X
Remembering	X	X	X	X

Structure of the course

This course is based on four sequential pillars which unfold one after the other as the course progresses. These pillars are (1) qualities of an effective leader, (2) laying down the foundation of a supportive organizational culture by means of the leader embodying those core values which will be the cornerstones of a strong foundation, (3) skills related to empowering individuals and teams to imbibe and exhibit those values in order to foster a supportive culture, and (4) bringing everything together in order to create and sustain the supportive organizational culture. The session plan shared below follows this internal logic and order.

Pedagogy

The pedagogy involves a mix of lectures, classroom discussions, reading materials, leadership related videos relating real life cases, thoughts of real life great business leaders and leadership scholars, book reviews, and reflective

learning diaries. The students shall work both in groups as well as individually for different evaluation components. The learning diaries are written individually, and the book reviews and the experiential learning research project are done as groups. The reading materials and the videos shown during the course help to learn the theory and practice of leadership, and the learning diaries are designed to help the student develop his/her own perspective towards leadership theory and practice. The book reviews and the research project are designed to further deepen their knowledge and awareness of different facets of leadership.

Assessment (Grading Policy: Relative)

S. no	Assessment exercise	Description	Weight
Group assessment (45%)			
1	Book Review	*Students are formed into groups and assigned a book related to leadership. They present a review of the assigned book before the class.*	25%
2	Experiential Learning Research Project	*Students are formed into groups and assigned the task of identifying and sharing the leadership learning from the most impactful book, movie, story or person that they know of or have seen. They present their learning from this source as a group before the class.*	20%
Individual Assessment (55%)			
1	Attendance	*Expected attendance, as per the rules*	5%
2	Reflective Learning Diaries	*Each participant submits two reflective learning diaries where they write down their learning from the lectures, activities and discussions from the classroom sessions. The first learning diary is submitted at the midpoint of the course and the second one in the last classroom session.*	20%
4	End-term examination	*A closed book comprehensive exam with emphasis on testing the depth of understanding of the principles shared during the course.*	30%

Course Requirements

The students are expected to demonstrate highest levels of involvement and commitment in terms of efforts, quality of work, and conduct both individually, and as groups. They are expected to prepare well before each classroom session and read or watch the material provided for each of the sessions. The course demands **study efforts of 9 hours/week outside classroom (3 hours for every one session of class). Preparation is mandatory for attending the classes.**

Course Text
Leadership Challenge, Fifth Edition, **James M. Kouzes & Barry Z. Posner,** PHI, New Delhi

Session Plan

Session No.	Topics	Readings
1 & 2	Introduction to the course; Understanding the term leadership; Are leaders only born or can one also choose to become a leader?	Chapter 13
3	Qualities of an effective leader – theory and practice; what leaders do & expectations from them;	Chapter 1
4	Qualities of an effective leader – theory and practice contd.; how do leaders manage to command respect & credibility? Leadership based on integrated personality or virtue ethics; Aristotle's insight on the three types of power; virtue & power.	Chapter 2 Aristotle's Nicomachean Ethics

5	Qualities of an effective leader – theory and practice contd.; how do leaders manage to command respect & credibility? continued **Video Case 1:** Govindappa Venkatswamy & Aravind Eye Care;	Chapter 2 Aristotle's Nicomachean Ethics
6	Qualities of an effective leader – theory and practice contd.; leading from within; **Video:** Jerry Porras's address at Google on Leadership;	Chapter 3
7	Qualities of an effective leader – theory and practice contd.; setting the example **Case 2:** Tony Hsieh & Zappos	Chapter 4
8 & 9	Laying the foundation of an inspiring Organizational Culture - Inspiring a Shared Vision; Analysis of Tony Hsieh & Zappos as well as Dr. V's Aravind Video Cases.	Chapter 5
10	Laying the foundation of an inspiring Organizational Culture - Enlisting the Support of the people **Video:** Simon Sinek's TED talk on how inspiring leaders generate support from people?	Chapter 6
11 & 12	Challenging the Process – Searching for opportunities; experimenting & taking risks **Video:** Carlos Ghosn's Interview on managing change	Chapter 7 (Session 11) Chapter 8 (Session 12)
13	Empowering Teams – Sustaining the Culture by fostering a climate of trust, collaboration and mutual interdependence.	Chapter 9
14	Empowering Individuals – encouraging self-leadership; developing competence & confidence; providing choices & opportunities for self-growth & development	Chapter 10
15	Leadership and Organizational Culture	Chapters 11 & 12
16	Leadership & Organizational Culture – Discussions based on the book chapters & the Tony Hsieh & Aravind Eye Care videos	"
17 - 20	Assignment Presentations on Leadership Theories by the students	-
20-24	Assignment Presentations on Great Leaders chosen by the students	-

Contribution to Placements

The knowledge gained through the assigned readings, videos, exercises and assignments for the course make very useful contributions to success during the placement process.

- Book Review: Group Discussion, Interview (more knowledge and awareness may help stand out)
- Learning Diaries: Interview, Group Discussion, (enhances critical and integrative thinking practice)